

DOCUMENT RESUME

ED 314 646

CE 054 060

AUTHOR Vaughan, Judy
TITLE Assessing Reading. Using Cloze Procedure To Assess Reading Skills. Packet and Handbook.
INSTITUTION Adult Literacy and Basic Skills Unit, London (England).
REPORT NO ISBN-1-870741-04-8
PUB DATE 84
NOTE 70p.
AVAILABLE FROM Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England (4 pounds).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Literacy; Basic Skills; *Cloze Procedure; Content Area Reading; *Functional Literacy; *Literacy Education; Readability; *Reading Diagnosis; Text Structure
IDENTIFIERS *Workplace Literacy

ABSTRACT

These instructor's materials consist of a handbook directed to the teacher and 33 worksheets teachers can use with adult students in order to use the cloze procedure to assess how readily they can read materials of differing complexity. The handbook introduces the materials by considering such questions as What is meant by reading?, How could readers' ability to use available reading clues be assessed?, What is the cloze procedure?, How can the procedure be used? and Can the procedure be used with speakers of other languages who are learning English? The second section concerns how to use the worksheets and includes a description of the three reading levels reflected in the worksheets, how to administer the worksheets, how to choose which passage to use, how to score the worksheets, and how to interpret the scores. The third section discusses how teachers can prepare their own worksheets, and the fourth discusses the validity and reliability of the cloze procedure. The fifth section explains other uses of the cloze procedure (as a measure of readability, to help learners move from word-to-word decoding to reading with understanding, and to help learners develop scanning skills). The sixth section lists advantages of the cloze procedure. A short conclusion includes a list of the worksheets by difficulty level. The document concludes with an explanation of the simplified SMOG readability formula, the text from the completed worksheets, an 11-word glossary, and a 6-item bibliography. (CML)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

EDS14646

Assessing Reading

Bucks

CKS men won Group 5 of the Inter-County Winter Indoor Tennis Championship in Bath to gain promotion next year to Group 4.

Three of the six-man team from the Chesham Boys Club - Kevin Dewick, James Green and Gavin Palmer.

in Sunderland, Bucks 1-0 won Group 8 to gain promotion to Group 7. Two of the

A NEW golf course is planned to open next summer at Charlridge, near Chesham, costing more than £1 million.

It's the brainchild of multi-millionaire William Wells, of Marand Grange near Wendover, who has formed a company with golf pro Peter Gibbins.

Gibbins owns the 100 acres of land where the new course will be built. Permission has already been granted to convert 59 acres into nine holes of the planned 18-hole course.



Vic Parker is course designer and architect Ralph

Lee pick



by Judy Vaughan

using cloze procedure to assess reading skills

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Awells

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

st-time

been a tough baptism for the average age 17 - and the results reflect the advantages in height experience enjoyed by their appo-

the club, who are part of the

at St Mary's Church, am, when eight blind ese children paid a

aim of the trust is to age more young to take up a career scientific field, and 's trips for foreign children to come in to visit our sci- houses.

Cook said he was ed Sir John was sup- g the trust and said shown a great inter- its work.

the moment the grade- ted mansion is des- to become a club- se for an 18-hole golf

rick played
boys stole £40 from a n after tricking her out house with a phoney

'What on earth have you bought that for?' But I've always been interested in this type of thing and this tank is so rare it seemed too good a chance to miss," he says.

The T34/85 was one of the last tanks the Soviets designed before the end of the war and Mr Blackham's example is one of only a handful to be imported from behind the Iron Curtain.

It was snapped up by a Devon, a merchant, from which bought him from "a chap in Leeds and decided to advertise the last part as a Christmas gimmick.

"I didn't buy it as the ultimate Christmas gift, really," Mr Blackham says. "I bought it for its historic interest."

He admits it arrived in time for the festive break his two children - Wil- 14 and Alice - 12



Alice and Will

"William is very ted," he says, "and Alice and my wife are just about that it."

Mr Blackham's

ALBSU
Adult Literacy & Basic Skills Unit

BEST COPY AVAILABLE

CEOS4060

ASSESSING READING

using cloze procedure to assess reading skills

This pack contains:

Information on:

- what cloze procedure is
- how it can help assess reading ability
- when you would use it

Prepared passages at three levels

Guidelines for preparing your own passages

Marking and interpreting the scores

Using cloze with ESOL learners

Example passages which contain the instructions

Simplified SMOG Readability Formula

Glossary

Bibliography

Assessing Reading

Bucks

CKS men won Group 5 of the Inter-County Winter discount Tennis Championship in Bath to gain promotion next year to up 4.

Three of the six men team from the Chesham Boys' - Kevin Dewick, James and Gavin Talmer.

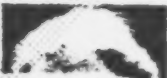
in Sunderland, Bucks Ladies won Group 8 to gain promotion to Group 7. Two of the

A NEW golf course is planned to open next summer at Chartridge, near Chesham, costing more than £1 million.

It's the brainchild of multi-millionaire William Wells, of Marand Grange near Wendover, who has formed a company with golf pro Peter Gibbins.

Gibbins owns the 100 acres of land where the new course will be built. Permission has already been granted to convert 59 acres into nine holes of the planned 18-hole course.

Vic Parker is course consultant and architect Ralph



Lee pick



by Judy Vaughan

using cloze procedure to assess reading skills

Handbook

use the Hatrap... after the of her baby being in the in the Runyone mound river reed up with s... a few in first lady in th... the... county championship... CHALFON... CLUB ha

'st-time

been a tough baptism for the average age 17 - and the results reflect the advantages in height perception enjoyed by their oppo-

the club, who are part of the

at St Mary's Church, am, when eight blind se children paid a

aim of the trust is to age more young to take up a career scientific field, and is trips for foreign children to come in to visit our sci-

Cook said he was ed Sir John was sup- the trust and said I shown a great inter- its work.

the moment the grade- ted mansion is des- to become a club- se for an 18-hole golf

rick played

boys while £40 from a n after tricking her out house with a phoney

'What on earth have you thought that for?' But I've always been interested in this type of thing and this tank is so rare it seemed too good a chance to miss," he says.

The T34/85 was one of the last tanks the Soviets designed before the end of the war and Mr Blackham's example is one of only a handful to be imported from behind the Iron Curtain.

"I didn't buy it as the ultimate Christmas gift, really," Mr Blackham says. "I bought it for its historic interest."

He admits it arrived in time for the festive break - his two children - Wil-

© Alice and W

"William is v- ted," he says. "Alice and my u- are just about it."

Mr Blackham

ALBSU
Adult Literacy & Basic Skills Unit

Contents

Foreword	3
Introduction	4
Background	
What do we mean by 'reading'?	
How could we assess this?	
What is cloze?	
How would you use it?	
Using cloze with speakers of other languages.	
Using the prepared examples	11
How to administer	
How to choose which passage to use	
Marking	
How to interpret the scores	
Preparing your own texts	15
Readability	
Length of text	
Deletions	
Working out scores	
Validity and Reliability	17
Other uses of Cloze	18
Developing reading skills	
Measuring readability	
Advantages	19
Conclusions	19
List of prepared passages	
SMOG Readability Formula – Simplified	21
Completed Passages	22
Glossary	32
Bibliography	32

Foreword

There is a considerable demand for materials which can be used to assess how readily adults can read different texts. In some contexts, for example in Further Education, the Youth Training Scheme and Employment Training, learners and staff often need a relatively simple instrument of assessment which gives a general guide to the complexity of materials which the learner can handle confidently, and which does not have the shortcomings of traditional tests.

Assessing Reading provides materials which will help to fulfil these functions. The pack is based on developmental work which was undertaken as part of an ALBSU Local Development Project at Trowbridge College. There are passages, many based on occupationally related topics, with which learners and staff can check reading skills, and there is a handbook which gives full background on the uses of cloze procedure, explains how to administer and score the passages, and gives guidance on making texts to suit different working contexts.

ALBSU believes that the success of this approach to assessment during the developmental and pilot stages suggests that the materials will be useful to and welcomed by a wider audience. I hope that you find *Assessing Reading* a valuable additional resource in the materials which you use for assessment.

Alan Wells
Director

Introduction

Background

In 1986 I started an ALBSU funded project at Trowbridge College, looking at 'Literacy Skills Across the Curriculum'. The starting point was the Construction Department, where staff were concerned about students whose literacy skills were inadequate for their course.

Immediately I was faced with a problem; the department had been screening the students during their first week in the college, to identify those whose literacy or numeracy skills were inadequate. They had found that this was necessary because the students were in on a block release basis, and so would be off to their work placements in six weeks time. Although they would spend two more blocks in college during the academic year, they had found that the earlier difficulties in these areas were identified, the easier it was to offer help or keep a check on how well students were coping with the course. It was particularly important to check that students had adequate reading skills, as they needed to be able to read notes, handouts, instructions and multiple choice questions.

With my background in adult basic education, my first reaction was to suggest the informal and less threatening methods we had used successfully with our students: checklists, can do cards, informal interviews, miscue analysis etc. However, I soon realised that these were inappropriate to the Further Education situation where students needed to be identified quickly, and this would have to be done by subject tutors who had little or no experience in this area. Often a group would be taught by a number of different people during the course of a week, making it even more difficult to 'spot' the problems and making it unclear as to whose responsibility it was to do the 'spotting'. The teaching styles and size of classes meant that individual assessment would not be realistic and the commitment to a syllabus was also seen to be a problem.

At the time an amended version of what was known as the 'Watts-Vernon Test of Reading Comprehension' was used. This was in the familiar sentence form with a choice of words in brackets:

e.g. "A moderate amount of daily exercise should result in improved (leisure, health, reputation, hunger, football).

I have been unable to trace the date of origin, but other tests devised by Vernon appeared in the late 1930s. Certainly the language was rather dated, which led to the amendments being made. Staff felt that the text was irrelevant to their subject areas and the results were difficult to interpret, particularly when relating them to the changing demands of the course.

The problem I was faced with was how to devise a reasonably accurate way of assessing whether a student could read well enough for the course they were about to embark on. There were a number of factors to be taken into consideration. The 'test' should be:

- relevant to the course in content, i.e. the text should be something to do with the subject area
- appropriate to the levels of reading demanded by the course
- administered and marked by subject or personal tutors, most of whom would have little or no experience in this area
- as short and simple as possible
- as unthreatening as possible, so that students could function normally
- easy to update (the Bullock Report stated that any reading test should be no more than 10 years old, because of the way in which the language changes over that period of time).

I found that using cloze procedure enabled me to come up with a model that fulfilled all of these criteria. This will be familiar to anyone involved with the teaching of reading, whether with adults or with children, although it will probably be more familiar as a method of developing and extending reading skills, or assessing the readability of texts (see Other uses of Cloze), rather than assessing the reading skills of learners.

What do we mean by 'reading?'

There have been numerous attempts to define reading. It is difficult because we do not know exactly what is involved in the reading process. Nowadays most people would agree that normal reading is not simply being able to recognise words by means of a letter-by-letter decoding process. It is even more complex than word-by-word decoding. We can only say that we have read something if we have been able to understand what the writer was intending to say.

Fluent readers do not necessarily read accurately, in that they sometimes substitute or skim over words in a passage. However, they are still able to get the message and extract meaning from what they read.

The fluent reader sees only about 80% of what they are reading in clear focus and so the message of the writer is constructed by using available cues. This may be graphic information, that is what the word looks like, but the reader is more likely to be using a number of other cues:

- Knowledge of what is grammatical.

She sat down _____ read a book.

- Understanding of the meaning of words.

The sun _____ in the sky.

- Experience of words occurring in a certain order.

_____, writing and arithmetic are commonly known as the three Rs.

If we are attempting to assess this process, we need to know as accurately as possible whether the reader is using the available cues and processing them in a way which enables them to 'predict' accurately enough to receive the writer's intended message.

How could we assess this?

The most common way of assessing reading skills in mainstream education has been to use a standardized test. Standardized means that the methods of administering, recording, scoring and interpreting have been made uniform. The results usually measure performance against the results produced by a selected cross section of the population.

There is a wide variety of these produced commercially. For use with the adult or young adult there are a number of disadvantages:

- (i) They are mostly aimed at a younger age group. Even those aimed at secondary schools use vocabulary and subjects inappropriate for 16+.
- (ii) The language used does date very quickly.

- (iii) The score is normally in terms of a reading age, which bears no relation to chronological age with an adult. Even those with raw scores do not make much sense unless you have been using them with a particular group over a number of years and have 'evolved' a pattern for the scores (but see note ii).
- (iv) They are rarely of specific interest or relevance to the type of reading the learner will need or want to be able to do.
- (v) Most reading tests only measure one aspect of reading, e.g. word recognition, comprehension of single sentences, etc.
- (vi) The reliable ones are those that are very thorough and cover a number of aspects of reading. However, this makes them long and complex to administer, which not only has implications in terms of time, but also exaggerates the 'test' situation, which makes many adult learners, with bad memories of the school situation, function at a much lower level than in 'normal' situations.
- (vii) They can be very expensive!

What is cloze?

Cloze Procedure (pronounced like the verb 'to close') put simply is when words have been taken out of a passage of writing on a systematic basis. The reader has to predict the missing words, making maximum use of the cues available. However, it does need a fuller explanation than this to make it a useful tool for assessment purposes.

Perhaps if I use cloze procedure _____ this next paragraph you _____ begin to see what _____ looks like and how _____ is done. I have _____ every fifth word and, _____, you as the reader _____ fill in the missing _____ and understand what I _____ writing about. Where a _____ is missing I have _____ lines of equal length. _____ means that you have _____ visual clue as to _____ length of the word. _____ may mean that you _____ in

the gap with _____ different word than I _____ (my words are below). _____ does not matter, as _____ as you have not _____ the meaning of what _____ have written and the _____ is still grammatically correct.

*on; will; it; it; deleted; hopefully; can; words; am; word; left; which;
no; the; This; fill; a; used; This; long; changed; I; sentence.*

Wilson Taylor, an American, first developed this concept in relation to reading, in 1953, and coined the term 'cloze'. It was based on the recognition in Gestalt psychology that the human mind has the tendency to complete an incomplete pattern. For example, a broken circle we see as whole by mentally closing up the gaps.



Even though a fair amount of the shape is missing, there is enough of this familiar pattern to make it recognisable. Taylor believed that the same principle applied to language, and in a passage where words had been deleted, the reader would complete the sentence 'pattern' for each of the missing words.

Since then it has been recognised that filling in cloze deletions is not simply a question of the reader 'seeing' patterns in the language, in the same way as we see the pattern of the circle, but that it requires the reader to complete the sentence based on reasoning and understanding – using their knowledge of the structure and the meaning of the language (for a more detailed explanation see 'Reading Development and Cohesion' John Chapman).

Cloze procedure should not be confused with gap filling exercises. The point of cloze is that words are deleted on a systematic basis, so that enough information is given to the reader in order to make a prediction and it is a

random selection of words that are taken out. Gap filling exercises require the words to be chosen and deleted for a specific reason e.g. technical terms etc.

Having recognised that reading is a mixture of perception and prediction, cloze procedure can be seen as a way of showing this 'guesswork' happening. It 'tests' a number of skills involved in reading:

- recognising words
- using semantic and syntactic information to predict
- skimming to recap on what has been read
- scanning in search of unspecified information that may help with prediction
- looking for meaning from outside the context of the immediate sentence.

Using cloze procedure can give us a good indication of the reader's potential for understanding a passage of text.

How would you use it?

Obviously there must be a reason for wanting to assess a person's ability to read. Presumably you and they want to know whether they can read certain things.

We are surrounded by words and it may be important that the words are at an appropriate level for the people the information is intended for, or that people can cope with the level of reading that will be required of them.

If a learner is about to embark on a course, it is important to know whether they will be able to tackle the reading tasks involved. These may be course notes, text books, assignments, exam papers etc.

This applies at any level: it is equally important for a student on a construction course, as it is for an undergraduate at university. It is certainly not safe to assume that the latter, with their academic qualifications, have reading skills that are adequate for their course. Many American universities have literacy clubs and reading courses for their 'freshmen'.

There may not be specific tasks that can be easily identified, but for most jobs nowadays some reading skills are required. Sometimes this is not directly related to the job itself, but may be a fire drill notice, safety instructions or messages from the management etc.

Take, for example, an Employment Training trainee who wants to work with young children. There may be no formal qualifications required or course involved, but certain reading skills may be necessary – names of children, records, instructions, stories to read etc. Obviously other qualities are needed for this type of work and are essentially more important. However, it would be useful to know if there were any such difficulties, so that tasks could be chosen carefully and so that the trainee was not put into embarrassing and awkward situations.

This is where using cloze shows its greatest potential. It is extremely flexible and adaptable. It would be as easy to devise a relevant 'test' for the undergraduate, as it would for the bricklayer or the E.T. trainee.

Using cloze with speakers of other languages

When I first began to use this model for assessing reading skills, I was under the impression that it was not suitable to use in relation to ESOL. This was mainly due to a lack of experience in this area on my part. I have since received information from a practitioner who has used cloze successfully in this context. I have also located some research by Anderson (1976) who carried out some experiments with ESOL learners. As a result he concluded that using cloze procedure was a valid instrument for measuring reading abilities of 'non-native speakers learning English'.

Using the prepared examples

Within this pack are some examples of passages that have already had cloze procedure applied to them. They are set at three different levels and cover a variety of interest areas. Most of the subject matter is vocationally based, because this approach to assessing reading skills would be most suitable where informal methods are not viable.

The examples should only be used for screening, to give some initial guide as to reading skills. More detailed assessment of strengths and weaknesses in this area needs to be carried out over a period of time and using a variety of approaches.

The results of this assessment should not necessarily exclude anyone from a particular course of study or vocational area, but they should give all parties some guidelines as to what help and support would be required. The examples are set at three different levels.

Level a

If a learner can satisfactorily complete one of these passages, (see 'How to interpret the scores'), they are reading at a basic level. This means that they should be able to read and understand very simple instructions and texts, and social sight words that they see around them. However, their reading will be very limited and special consideration would have to be given to the level of reading matter they were exposed to e.g. signs, forms, written instructions, etc.

Level b

If a learner can satisfactorily complete one of these passages, they are reading at a functional level. This means that they should be able to read the popular national newspapers and much of the reading that is involved in normal everyday life.

Once again, consideration should be given to the level of reading matter, but, providing it is written in normal, everyday language and style it could be read by this person.

Level c

These passages are set at the level of various craft level vocational qualifications. If a learner can satisfactorily complete one of these passages, they should be able to cope with the reading level required on the appropriate craft level course.

How to administer

This form of assessment can be administered on a group, individual or self-assessment basis.

At each level there is a passage labelled Instruction passage. This should be given first and read through with the learners, encouraging them to fill in the gaps orally. This will prepare them so that they are familiar with what is required of them. It also contains all the instructions that should be given. This means that all learners will get the same preparation and instructions, no matter who is administering the assessment.

The important points that learners need to know before they start a passage are:

- that words have been taken out of a passage and they have to fill each gap with an appropriate word
- only one word is required in each gap
- they are common, everyday words, not technical terms
- spelling mistakes do not matter, as long as it is clear what the word is supposed to be
- it helps to read through the passage first, before attempting to fill in the gaps.

Allow learners as much time as they need to complete the passage. The evidence shows that the length of time taken is not significant. As a guideline I found that the passages took on average the following length of time to complete:

Level a	- 10 minutes
Level b	- 15 minutes
Level c	- 20 minutes

Always bear in mind that it has all the problems of inconsistency that any single test has. It will only register accurately how a learner performed at that particular time, on that particular test. Many factors affecting the learner's performance are not taken into account. The more relaxed and informal you can make the situation, the more likely you are to get a realistic indication of how well the learner reads in a 'normal' situation.

How to choose which passage to use

If a learner wants to follow a particular course of study, for example at craft level, then a Level c passage would be most appropriate. Otherwise you should offer the learner a choice of passages, starting at Level a and if they satisfactorily complete one at that level, offer a choice from the next level.

The element of choice is an important part of the assessment, as one of the factors affecting our ability to read is the interest and relevance that the text has for us. Although there is only a limited choice at each level within the prepared examples, it is still far better than having to read whatever is put in front of you.

Marking

The words deleted from each passage can be found on the marking sheets at the end of this booklet.

For the purposes of this assessment the words the learner has used must correspond *exactly* to the word that was deleted for it to be counted as correct. Sometimes an alternative word would fit in the gap, and still make sense:

e.g. The beauty salon has me/a sauna.

Only the word on the marking key can count as correct. This makes it easier to mark consistently, and compensation has been made for possible ambiguity in the scoring key. You may feel that the words in some of the gaps are difficult to predict, however, if we change the deletions too much it alters the scoring that Bormuth suggested as a result of his research. A generous margin for error has been allowed. If the learner has put an acceptable alternative, although, it cannot be accepted as correct for the purposes of the assessment, this should be discussed with the learner so that they understand that they are using the context in a positive way.

Where a word could be a mis-spelling, count it as correct.

e.g. Caring work has many areas _____ formal qualifications are not required.

The gap might be filled by 'were' which is a common error for 'where'; it should be counted as correct.

Having stated clearly at the beginning that only one word is needed for each gap, mark as incorrect any gaps that have been filled by more than one word.

How to interpret the scores

There are the same number of deletions in each passage at each level. The scores have been worked out using the research that has been done on the different levels of reading:

- Independent Level
- Instructional Level
- Frustration Level

(see *Preparing Your Own Texts* for more information).

Level a: 18 deletions

- 0 – 6 errors – is reading this passage satisfactorily
- 7 – 11 errors – can read some of this passage but needs some help
- 12 or more errors – this passage is too difficult

Level b: 28 deletions

- 0 – 11 errors – is reading this passage satisfactorily
- 12 – 17 errors – can read some of this passage but needs some help
- 18 or more errors – this passage is too difficult.

Level c: 38 deletions

- 0 – 15 errors – is reading this passage satisfactorily
- 16 – 23 errors – can read some of this passage but needs some help
- 24 or more errors – this passage is too difficult

Preparing your own texts

You may feel that the prepared examples do not offer a wide enough choice, or that none of them is relevant to your needs. It is quite simple to prepare your own texts following these guidelines:

Identify at what level you need to be able to read to cope with the course of study or job you are assessing your learners for. This will involve collecting exam papers or examples of reading matter which the job or course requires the learner to read. It is worth noting that you cannot use cloze procedure effectively for assessing reading on passages of less than 100 words, or at a simpler level than the passages included at Level a in this pack.

Readability

Calculate the readability level of the material. To do this you can use one of the many formulae that are available. A simplified version of the SMOG formula is enclosed with the pack. If you have access to a computer an easier way would be to use 'Readability Reckoning' (Arnold Wheaton) or other software that does this for you.

This only gives you a rough guide as to the readability level of the text, other factors to take into account would be:

- | | |
|----------------------|---------------------|
| ■ Interest | ■ Size of print |
| ■ Previous knowledge | ■ Layout |
| ■ Relevance | ■ Style of language |
| ■ Clarity | ■ Vocabulary |

For more information on this area see 'How and Why of Readability', Diane Bentley.

Length of text

Find a relevant passage of text, not less than 100 words to be reliable. Maximum reliability will be gained from a passage that has a minimum of 35 deletions (see Deletions for more details). However, a long chunk of prose is extremely off-putting to a hesitant reader, so shorter passages are advisable at the more basic level. Also it is uncommon to find long passages of continuous

prose in normal functional reading tasks, and the text you use for assessment must be as realistic as possible.

Check that it is at a similar readability level to the reading matter you have examined. If it is not, then rewrite it to the right level.

Deletions

Delete words from the passage on a systematic basis. Less than fifth word deletions do not give the reader enough cues, more than tenth word deletions are not viable. If the fifth word is one which it would be difficult to replace, e.g. a technical term or name which has not appeared in the passage before, then take the word before or after. The reason why you should do it on a systematic basis is that you get a random selection of different types of words. If we select we are likely to choose a preponderance of certain types of words, e.g. nouns, verbs, etc.

Leave enough lines at the beginning of the passage to give the reader some idea of what the passage is about before you start to delete, and try and finish with at least one complete sentence. Research has not found that this makes a significant difference to the scores, but it does help to set the scene for the reader.

Working out scores

Guidelines for marking are the same as for the prepared examples with only one word substitutions being counted as correct.

Make a scoring key based on the number of words the learner has replaced correctly.

1. More than 60% right; they are reading this passage with understanding.
2. Between 40% and 60% right; they will need some help.
3. Below 40% correct; the learner is not able to read adequately at this level.

The 'experts' do offer different percentages for these levels but the above are those most commonly favoured and produced as a result of research by Bormuth ('68).

Validity and Reliability

You may wonder how you can make a test yourself which is valid, when tests have traditionally been produced by professional bodies with status and expertise that you do not have. Cloze procedure has been well-researched and there is a lot of bona fide evidence to show that the results correlate well with formal reading tests.

Where it scores over other tests is that it can be so easily adapted to any situation, which means it can be relevant and accurate. For example, if you want to know if someone can read the literature they need to be able to read, you set the text of your cloze passage at that level. You may not know what level it is at in terms of normal reading test scores.

There is also research to show that it is testing reading skills in a comprehensive way, not just word recognition, scanning skills or information retrieval.

Research has also shown cloze tests to be reliable. You should use a passage of 100 words or more and follow the instructions given earlier. Learners will be unfamiliar with this type of exercise, so care must be taken to give all the instructions carefully (see How to administer).

My personal experience has been that the cloze tests we have used have given a far more accurate indication of reading skills than the standard test previously used. Staff have observed a correlation between results of the cloze test and exam results. They have also reported a correlation between learners who were identified by this assessment as having literacy difficulties, (who did not have literacy support), and subsequent failure to complete courses.

A word of warning

This is a useful tool to use when assessing reading skills. However, it is not the whole story and will only give an idea of what the learner is capable of doing. It will always have the disadvantages of a test, in that it will only accurately record how the learner has 'performed' at that particular time, on that particular passage. Ongoing assessment should be used to back up this screening/monitoring process.

The co-operation of the learner is also important so that they are involved in the assessment process. After all, it is the learner to whom their reading ability matters most.

The final point is a reminder about how quickly language changes. Don't forget that a new test that you begin using now will be out of date by 1999. With cloze procedure the passages of text can easily be updated, but new and better ways of assessing reading skills may also have been discovered, as we find out more about the complex process of reading.

Other uses of Cloze

Developing reading skills

There are three areas in which cloze procedure can help to develop or extend reading skills. It can help the learner move on from word-by-word decoding to reading with understanding. It also helps to develop scanning skills and to improve comprehension.

When used as a group, rather than individual exercise it helps learners to think about the context and their previous knowledge and experience, and bring this to the text.

Measuring readability

If you are responsible for writing notes, notices, leaflets, etc, for other people to read, how do you know they are at an appropriate level for the intended audience? Applying cloze procedure to a passage of text, then asking a cross-section of your audience to complete it will give you your answer.

This has been used in a variety of situations, often with horrific results. For example teachers have found that text books or handouts that they were using could only be read adequately by 25% of their students.

For more information on both these areas see 'Cloze procedure and the Teaching of Reading' James Rye.

Advantages

Cloze procedure should not be underestimated either as a measure of reading ability, a way of developing reading skills or a measure of readability. It has many advantages which have been discussed throughout this booklet:

- It is adaptable and can be set at any level.
- The text can be selected so that it is relevant.
- The learner reads a passage of continuous prose, rather than unrelated sentences.
- It is easy to update in line with language or vocational requirements.
- It has stood up well to research (Taylor '53, Bormuth '68, Weaver '77).
- It assesses a range of skills involved in reading.
- It can be used with ESOL (English for Speakers of Other Languages) students equally effectively (Anderson '79).
- It can be used for diagnostic purposes (Davis and Vincent '77).

Conclusion

As far as I am concerned this form of assessment has provided me with a flexible but reliable model with which tests can be purpose-made to suit the demands of any course.

The lower level passages are much harder to find, because they need re-writing and simplifying. It is not a suitable way of measuring reading ability at anything below Level a.

Staff find it easy to use and can introduce it naturally into the course. It doesn't take too long and can be marked very quickly.

Learners say that they find it less threatening than a conventional test, that the results seem fair, and that they could remember the content six weeks after reading the passage!

Whilst I would never describe cloze procedure as a blueprint for assessing reading skills, 'experts' agree that it is a useful tool with which to find a reasonably accurate indication of a learner's ability and provide a basis on which to plan future work, development or direction.

List of prepared passages

Level a

Instruction passage

Cooking bar snacks
Bingo bride
Health and safety at work
Fire drill
Farming and gardening

Building work
Working in factories
Driving jobs
Work in the future
Sport

Level b

Instruction passage

Practical Work
Cooking for a living
An early smoker
Caring work
Horoscopes

Computers
A man's world?
Shop work
Working in an office
Job changes

Level c

Instruction passage

Plumbing
Painting and decorating
Carpentry and joinery
Brickwork
Motor vehicle

Hairdressing
Catering
Retail and distribution
Travel and tourism
Secretarial

SMOG Readability Formula - Simplified

Readability is an attempt to match the reading level of written material to the "reading with understanding" level of the reader.

This formula calculates readability using sentence and word length. However, other factors affect understanding of what you are reading that cannot be measured in this way, e.g. motivation of reader, size and type of print, layout of written material, previous knowledge of subject, style of writer, etc.

Use it to compare reading levels against each other, e.g. compare readability level of your worksheet against the C&G multiple choice exam paper, standard text books against popular papers, etc.

SMOG is much quicker and easier to work out by hand than other formulae.

1. Select a text.
2. Count 10 Sentences
3. Count number of words which have three or more syllables →
4. Multiply this by 3 →
5. Circle the number closest to your answer.

1	4	9	16	25	36	49	64	81	100	121	144	169
---	---	---	----	----	----	----	----	----	-----	-----	-----	-----

6. Find the square root of the number you circled

1	4	9	16	25	36	49	64	81	100	121	144	169
$\sqrt{\text{result}}$ 1	2	3	4	5	6	7	8	9	10	11	12	13

7. Add 8 → Readability Level

with acknowledgement to Mary McGarva

Completed Passages

Level a

Instruction Passage

Read this passage and see if you can fill in the gaps.

A line shows you where the words have been left out.

Only one word is needed in each gap.

They are common, everyday words. You may find that the same word is left out more than once.

If you can't think of the word straight away, read on and go back to try again.

Spelling doesn't matter, just try to make it clear what the word is.

When you have done this passage, choose one of the others at this level to try. Write your name and the date at the top before you start.

Cooking bar snacks

Working in a kitchen is hot and tiring.

You don't often get a chance to sit down.

However, you don't have to be an expert to cook bar snacks. They are easy as long as you are organised.

Try following these instructions:

Scampi and chips

1. Put the frozen scampi in a frying basket.
2. Lower into hot fat or oil.
3. Cook for about 4 minutes or until the scampi float.
4. Put the chips into a frying basket.
5. Lower into hot fat or oil.
6. Cook for about 5 minutes.
7. Arrange salad on a clean plate.
8. Lift out scampi and chips and shake off excess oil.
9. Arrange the scampi on a plate with a slice of lemon.
10. Add chips and serve.

Bingo Bride

Ann Dee was mad about bingo.

Her number came up when she was called onto the stage to get her prize.

Her shy boyfriend, Steve, had got the bingo hall boss to ask Ann if she would marry him.

He was too shy to do it himself.

The proposal was in front of lots of bingo players.

They cheered Ann as she answered "I will".

Steve had decided that, as Ann spent so much time at the bingo hall, it was the best place to ask her to marry him.

He had cold feet at the last minute about doing it himself.

That is when he got the bingo hall boss to do it for him.

Ann and Steve plan to marry next year.

Health and Safety at Work

In 1974 the Health and Safety at Work Act was passed. This means that all workers have a duty to work safely. There are rules in every place of work.

This is what they may say:-

- Tie back long hair.
- Use guards on machines.
- Wear special clothing.
- Report any accident.
- Wear goggles where provided.
- Wear shoes that cover your toes.
- Take notice of warning signs.
- Report anything you think is dangerous straight away.
- Don't leave things lying around.
- Be safe, not sorry.

Employers also have a duty to make the workplace safe:

They should:

- Give you the right clothing.

- Make sure machines are looked after well.
- Give you the right training.
- Make health and safety matters very important.

Fire drill

If you find a fire, do not try to put it out yourself.

First of all tell everyone who is in the area.

Close all doors and windows, if you have time.

Leave the room by the nearest exit and close this door as you go out.

Raise the alarm.

Go to the assembly point if at work.

If you are in a new place, make sure you know where the nearest alarms are.

Look for the fire extinguishers.

Read any fire drill notices.

Check where you should go.

At work, make sure you know the fire drill wherever you are working.

At home, make sure you have the right equipment for putting out a fire.

Your local fire station will always give you advice.

Farming and gardening

There are not as many jobs in these areas as there used to be.

This is because there are now machines that can do many of the jobs that once needed a lot of people.

Farming is an outdoor life.

You need to be able to work on your own.

You also need to be able to do all sorts of jobs.

A lot of the work is casual and there is more work in the summer and early autumn.

There are a number of different types of jobs in gardening.

Large houses and estates, sports grounds and parks all need gardeners or groundstaff.

There are a number of nurseries and garden centres where plants are grown and sold.

Growing fruit and vegetables either outdoors or in glass houses is a big area of work.

Building work

Some people don't like to be stuck inside all day. If you are one of these you may want an outdoor job.

There is often work on building sites for anyone who is quite fit and strong. The work varies from job to job.

It could be loading and unloading things. It may be using machines such as cement mixers or hammer drills.

It may be your job to mix mortar and carry it to where it is needed.

It is likely that you will be doing quite a lot of digging and carrying bricks and other things from place to place.

You may even be given the job of making the tea!

Don't forget that it is not very nice outside on cold and wet days.

Working in a factory

Some people think that factory work is boring.

You often spend all day doing the same thing, but some factories today do try to make the work more interesting by moving you from job to job.

Most of the machines used are quite simple to work.

Some do jobs like loading. Some weigh or mix.

Some machines do packing, but some of this work still needs to be done by hand.

Some jobs involve a lot of lifting.

Some may involve being on your feet all the time.

You may be able to sit down for some light work.

You do have to work shifts including night and weekend work.

This is so that the machines can be kept in use as much as possible.

Driving jobs

Can you drive. Have you got a clean driving licence?

Large and small firms and shops need people to deliver goods.

With a normal driving licence you can drive a van or light lorry up to 3 tons.

If you want to drive a larger lorry you need a HGV (heavy goods vehicle) licence.

For driving a bus or coach you need a PSV (passenger service vehicle) licence.

Some driving schools have special training courses for HGV or PSV. Some firms have their own training.

Taxi and car hire drivers have to have a licence from the local authority of the area in which they work. There are different rules in different places.

Work in the future

Twenty years ago one out of two British workers was in a job which gave a service to people in some way.

These are known as the service industries.

They include jobs in hotels, catering, sport, leisure, etc.

Now two out of three workers are in this type of job.

By 1995, 70% of all workers will have jobs in the service industries.

All these areas are going to grow.

The way people work will change as well.

There will be more part-time work, more temporary jobs.

More people will work from home.

More people will be self-employed and there will not be as much work in factories and industry.

Sport

Are you sport mad?

Many people are.

They may like watching sport, or taking part, or both.

Football is the most popular sport in Britain.

Mostly it is men who both watch and play. Some men have been known to leave their wedding to watch a match.

There are more and more women taking an interest in playing, but we don't see these games on TV.

Squash is a sport that many people like to play. It is fast, you only need two people and you run around a lot.

This makes you exercise your body.

You have to think quickly as well, to decide where you will put the ball next.

Level b

Instruction passage

Words have been left out of the following passage. You have to fill in the gaps with the word you think fits best.

You will see where a word is missing because there is a line underneath. All the words are common, everyday ones that you will know.

Only one word fits in each gap, so if you can think of two, read the sentence again more carefully. You may find the same word has been left out more than once.

If you can't think of a word straight away, read on and go back and try again later.

When you have done this passage, choose one of the others at this level to try.

Write your name and the date at the top before you start.

Practical work

There are many jobs which involve working with your hands.

Construction

There are labouring jobs on building sites. In this situation you would be fetching sand and cement, digging, carrying bricks, etc.

Catering

Catering offers practical work. There is the preparation and cooking of food. People are also needed to serve it and to wash up. Kitchen porters are needed to do the fetching and carrying. In hotels, staff are needed to clean rooms and look after guests.

Cleaning

Cleaning jobs can be in all sorts of places. Your local council will need cleaners for schools, streets, etc, and home helps are needed for the elderly. Shops, offices and private firms also need cleaners. Sometimes they use a cleaning firm who employ their own staff.

Industry

Factories need people who can work with their hands. Some of the work is simple packing, filling up bottles, sorting, etc. Other jobs may be harder, like assembly work.

Agriculture and Forestry

There are a number of jobs working on the land, either with livestock or with machinery. They range from farming, gardening, and forestry to working with animals.

Cooking for a living

Cooking as a job is not the same as cooking at home. You cook for far larger numbers and use different equipment. Sometimes you use different methods of cooking.

In a fast food cafe or snack bar a call-order cook makes meals as people order them. S/he uses ready prepared foods such as frozen chips, pies, samosas, etc.

In a hotel or restaurant it is very different. One person will be responsible for only part of a meal. For example, you may prepare the vegetables or just the sauces.

In a kitchen you are always on your feet and on the move. It is hot and tiring and often has unsocial hours. However, in a school or office canteen the hours may be more regular.

Training is usually on the job, but there is also a variety of City and Guilds Specific Skills courses. You can do this on a day release or full-time college course.

There are openings for setting up your own business. Caterers are needed for parties, weddings etc. More and more wine bars and pubs are providing food and often work can be found on a freelance basis.

An early smoker

Toddler Jane Race took a quick drag of a cigarette . . . and burned her house down. Mischievous Jane, four, raided a secret supply she had taken from her mother, and lit up in her bedroom.

But when mum, Susan, called her to go shopping, she tossed the lighted end into a pile of clothing.

Neighbours spotted the blazing house. By the time Susan arrived home with Jane, sister Sandra, three, and brother Lee, two, the house was a wreck.

Fireman quizzed little Jane about the blaze. She sheepishly admitted taking cigarettes from her mother's handbag - and promised to kick the habit.

Susan said: "Jane had been stashing cigarettes in her room and would light up when she wanted one."

The family were moved to an emergency hostel for the night after their three bedroomed house was declared unfit to live in. Susan, who shared the house with her boyfriend, said: "I had no idea she was smoking and I'm just relieved nobody was hurt. I'm sure she won't smoke another one in a hurry."

Caring work

Would you describe yourself as kind, patient and mature? Do you like meeting people and get on well with them? Caring work has many areas where formal qualifications are not required.

Caring for children

This covers a wide area. There are jobs in residential children's homes. These cater for children who cannot live with their own families, for one reason or another.

Assessment centres work with children who have problems, to find the best long term help.

Nannies, nursery nurses and playgroup supervisors work mainly with toddlers and children below school age. You need to be well-organised, with plenty of imagination, common-sense and stamina.

Caring for the elderly

If you have a cheerful nature and have sympathy for the problems of being elderly, you may like to work in a day centre or residential home for the elderly. Here you would help the elderly do all the things they can no longer do for themselves, and be a friend and companion.

Home helps go to the homes of elderly people to help with jobs like cleaning, shopping, cooking, etc. Just a little help like this for an older person may make the difference between living independently or having to go into care.

Horoscopes

Do you ever read your horoscope in a newspaper or magazine? Many people do, even though they may say they don't believe in them.

Chinese horoscopes are quite different from Western horoscopes. They are based on the

moon, whereas Western ones are based on the sun.

Instead of the month you were born in being important, they go by the year. They go in twelve year cycles with each of these years being named after a different animal. You could be a pig, goat, dragon, dog, cat, tiger, horse, snake, rooster, ox, monkey or rat.

If you were born in the year of the Rat, when it comes round again it will be especially good for you.

It is said that what you are like and what will happen to you in life are determined by the animal whose sign you are born under. For example the rat may fall into a trap; the rooster has to scratch around; the cat always falls on his feet; the goat bleats when there is not enough grass.

If you were born in 1906, or 1966 you will be a Fire Horse. This is a rare sign and they are extra special people. If you are planning a family the next year of the Fire Horse is 2026!

Computers

Are computers intelligent?

Two and two are four. How do we know? Well, that was one of the first things we learnt when we started school. Do we have to teach computers as we taught ourselves? If not, how do they manage to do arithmetic so quickly and so well?

We can build machines to lift weights too heavy for a man or woman to carry. In a similar way we can give machines some of our brain power. We use our brains to do arithmetic, but we can make machines which will do sums more quickly and accurately than we can. We use our brains to solve problems, but we can make machines that are better at solving problems than we are. They act as if they are intelligent, but are they?

Most experts agree that computers are not intelligent. They are nothing more than intelligently made machines. They don't question. They don't think. They just obey. Computers add two and two and get four without knowing it or learning it; they just do it.

A man's world?

Men control Parliament, business and the unions. Why is this? Women make up half the world's population, and slightly over half the population of Britain.

A simple answer to this may be that they are too busy raising children and looking after the home. They don't have time. But there are women who do have time. Many women go out to work.

In the past many great thinkers actually believed that women weren't as good as men. But during the last 20 years or so, many women have been thinking and writing and asking questions about the position of women in our society.

Why do men have most of the top jobs?

Why do women usually earn less than men?

Why is a man generally the head of the family?

Are men more intelligent and more capable?

Feminists don't think so. They think that women are brought up to believe they aren't as good as men.

Shop work

Sales staff, shelf fillers and checkout operators are employed in many shops. Here are the main tasks which each job usually involves.

Sales Assistant

- Selling goods to customers
- Helping customers to find items and make their choice
- Wrapping and packing goods
- Working out bills, taking money and giving change
- Arranging goods in displays inside the shop
- Checking the stocks of goods, fetching things from the stockroom
- Perhaps reordering goods when needed
- Helping to keep the sales area clean and tidy

Shelf Filler

- Working in a large shop, supermarket or hypermarket
- Checking the spaces on the shelves
- Writing down the items needed, perhaps with a computer pen
- Collecting items from the stockroom
- Putting the price on each item and then placing it on the shelf
- Dusting and clearing the shelves, tidying away cartons

Checkout Cashier

- Sitting at the till, especially in a self-service shop
- Checking the prices on goods passed to you
- Recording the cost on the cash register
- Taking money from customers and giving change
- Checking bank and credit cards, cheques, etc.
- Packing some goods in bags, etc., for customers.

Working in an office

Many people think that all office work is the same. It is people sitting behind a desk with piles of paper. Perhaps nowadays it is pictured as sitting in front of computer screens. In fact there is a variety of work needing different skills.

Clerk or Clerical Assistant

There are many people employed in offices in these positions. The duties vary from one place to another. There is usually a variety of work including some typing, answering the telephone, filing, photocopying and other paper work.

Receptionist

Reception work is popular because you come into contact with the general public. Many organisations prefer someone older than a school or college leaver, because this first contact is so important. If it is not a very busy reception area, you may be asked to do typing, switchboard work and other duties.

Telephonist and Switchboard

Like the receptionist you are often the first contact with an organisation. It is important to be polite and helpful. You may have to deal with simple enquiries, as well as putting callers through to the correct people.

Office Machinery Operators

Some firms employ someone to operate machines like photocopiers, printing machines and duplicators. Such jobs tend not to need many qualifications.

Job changes

There have been many changes in the job market over the past few years. During the last twenty

years we have got used to words like unemployment, redundancy, and early retirement. There have been too many people chasing too few jobs.

All this is starting to change. There are far fewer teenagers around at present. The number of 16-19 year olds will have fallen by over 1,000,000 between 1983 and 1993. This means that there will be fewer people around to do the necessary jobs to keep industry and the country going.

Employers will be looking for workers from groups such as: women, the unemployed, ethnic minorities, and older people. In fact, 8 out of 10 people who are in work at the moment will still be in work in the year 2000.

Instead of getting rid of people through retirement, redundancy etc., they will be encouraged to stay on. They will need to be flexible and willing to take up training when it is offered.

There are already skills shortages in some areas. Employers are having to think about taking on people without qualifications or experience, and then training them for the job.

Level c

Instruction Passage

In the following passage words have been left out at regular intervals. You have to fill in these blank spaces with the word you think fits best.

Only one word has been left out each time and this is indicated by a continuous line.

All the lines are of equal length, so this gives you no clue as to the length of the word. They are common, everyday words that you will know, not technical terms.

Spelling is not important, as long as it is clear what the word was you intended to put in the gap.

If at first you can't think of a word to fill in the gap, read on and go back to it later.

Once you have read and understood these instructions, choose one of the other passages at this level to try.

Write your name and the date before you start.

Plumbing

Plumbing is skilled work. Plumbers have to learn to work with a range of materials, including lead, copper, steel, iron and plastics. They need to be able to:

- plan a job
- follow instructions
- carry out accurate measurements
- cut, bend, join and fix pipes
- use a lot of different tools, like hacksaws, blowlamps, wrenches, drills, solder, spirit levels.

They use general 'handyman' skills too. For instance, they remove and replace carpet and floorboards and fix pipes and radiators, etc., where their work will show and must therefore be neat. A basic knowledge of electricity is also needed. They need to be able to get on with workmates and customers, and to do a clean job, tidying up when they have finished. It is generally necessary to learn to drive, so that you can get from job to job.

Both young men and women can train to be plumbers. As with most jobs in the building trade, you need to be quite fit and strong, able to carry heavy equipment and able to climb and bend. You need to be good with your hands and a careful worker. There are no specific academic requirements, but your general ability needs to be at least average, some ability in subjects like maths, science, craft, design and technology is especially useful.

For school leavers the main way into plumbing as into all building trades, is now through YTS. This has largely replaced traditional apprenticeships; a few firms do still offer them.

Adults over the age of 18 may be able to get some training through government schemes. The Jobcentre should have details of what is on offer locally.

Painting & Decorating

Commercial Painting

The object of painting surfaces and articles is to:-

- a) protect them from the weather or other things that may attack them, e.g. chemicals.
- b) give them some resistance to wear and tear and make them easier to clean.

- c) make them more attractive and therefore easier to sell.

If you compare the finish on a car with the finish on the front door of a house you can see that the conditions under which paint is applied are important to the type of finish you get.

Cars, fridges, furniture and other household goods are painted in factories. There they can control the conditions and use special materials and equipment. The drying time is also carefully timed. When building and redecorating the conditions under which the work is done cannot be controlled. Success will depend on the condition of the surface to be painted and the atmosphere. Choosing the right materials for the job and good preparation of the surface is very important.

Painting and decorating can broadly be divided into three main areas:

- a) new work in which the painter is usually the last on the job.
- b) alteration work in which old and new are side by side.
- c) repainting in which no other trade is involved, but which requires careful preparation.

Most painting jobs require two different processes, the preparation of the surface and the application of the paint.

Carpentry and Joinery

The terms 'carpenter' and 'joiner' are used fairly loosely these days - but generally 'carpenter' is the term used for the worker who does everything to do with timber on a building site, while 'joiners' make cabinets, doors, windows, etc., (though a lot of this work is done by machining nowadays).

Carpenters and joiners between them do all sorts of work like laying floorboards and flooring panels, making wooden moulds (shuttering) for concrete, hanging doors, fixing skirting boards and window frames, erecting roof timbers, making and installing staircases, putting in built-in wardrobes and kitchen units etc. and perhaps even decorative panelling.

They have to be able to select the correct timber for a job, cut it to size using a hand or power saw and fix it correctly into position with a variety of tools. It is necessary to learn to read drawings,

and to work quickly and accurately to given measurements. To work in carpentry and joinery, you have to be quite strong and fit, able to lift and carry heavy planks or blocks of wood, not mind working outdoors in all weathers, at heights, or in dusty and dirty conditions.

Most carpenters and joiners work on building sites. They either work as employees of building firms or on a self-employed basis. Some carpenters do work such as maintenance and improvements on houses and other buildings. There are also jobs in joinery workshops. Carpenters are also employed by large firms and organisations which have their own construction or maintenance departments.

Brickwork

Bricklaying is skilled work. Safe buildings rely on the basic structure having been put up properly. A bricklayer must therefore work very accurately, and have a lot of technical knowledge as well as practical skills. The way that bricks are laid affects the strength of a building, and so does the type of mortar used to bind the bricks together. Bricklayers have to use spirit levels and plumb-lines to make sure their work is accurate and they have to cut bricks to fit corners, etc.

Generally, they work from a foreman's instructions, though they follow drawings when doing decorative brickwork or something complicated, such as an arch. They may work in pairs or teams (it depends on the size of the building being erected) and there may be labourers to do the fetching and carrying, supplying them with bricks and mortar.

If they are working on a new building, bricklayers are involved right from laying the foundations to putting the chimney on top. They put up the outside and inner walls which may be made of bricks, breeze blocks or other similar materials.

Besides putting up new buildings, they may also do maintenance and repair work and smaller jobs like building house extensions, garden walls or erecting garages.

A lot of a bricklayer's work is obviously out of doors, dusty and dirty, as with most building work. In summer there is often a chance of working long hours and a lot of overtime. Wet weather or other very bad weather can stop work altogether.

Motor Vehicle

Modern cars are much more reliable than they used to be, and many customers keep them serviced regularly. So much of the work is servicing and changing parts, rather than actually repairing them.

The mechanic:

- does the routine servicing. Just what has to be done and when, is all laid down by the vehicle manufacturer. Most cars need servicing every 6,000 or 10,000 miles. Most of the services are fairly basic, some very thorough.
- investigates problems reported by the customer. The mechanic has to find out what is wrong, and put the problem right. This might mean changing a worn or broken part and making various adjustments.
- carries out pre-delivery inspections on new vehicles which the garage is selling, makes sure everything is right before the customer takes possession of the vehicle.
- tunes vehicles back to proper performance, if deposits have built up in the engine so that it doesn't run as well as it should.
- test drives vehicles to make sure faults have been corrected.

If you're going to be a good mechanic there is a lot to learn about the way cars work and how to put them right. Besides getting to know all about the workings of vehicles, you have to learn how to use tools and instruments and read drawings and wiring diagrams. You also have to be trained to fit parts such as bearings and pistons.

Hairdressing

Do you realise there are about 28,000 hairdressing salons up and down the country? They provide work for over 130,000 people, both men and women.

Hairdressers or stylists can work with female clients, male clients or both. The sort of work you do depends on the type and location of the salon you work in.

If your clientele are largely elderly, you will do a lot of traditional styles; but in a city centre salon for fashion-conscious clients, you will be using new techniques and creating new styles much more often. Most openings are in large or small

salons in town centres and suburbs, with occasional opportunities in villages.

Hairdressers cut and style hair, interpreting what the client wants or copying a design from a picture. Cutting is the key to a style.

You must keep up to date with techniques and learn to adapt cuts to suit particular clients. Most clients have their hair cut wet to give a better line, so hair is often shampooed and conditioned before the cut. This may be done by a junior, especially if an experienced stylist is going to do the cut.

Afterwards the hair may be blow-dried, set on rollers, or dried using other techniques like 'scrunch' drying. Hairdressers also do permanent waves and straightening treatments, and tint and colour hair.

Don't forget that hairdressers have a busy day on Saturday and may also have to work late evenings. They get time off at other times to make up for this.

Catering

POTATOES

The ways of serving potatoes are numerous, but the real test of skill in potato cookery is the ability to cook them to perfection using simple methods.

For boiling, steaming, roasting or deep frying, old potatoes are the most satisfactory; but when shallow frying potatoes, or making potato salad, new potatoes will give a better result. Younger potatoes are richer in protein than the older ones and are solid, waxy and juicy in texture when cooked. As the starch cells are immature in new potatoes, they are not as easily digested as old potatoes. The main nutrients found in potatoes are: starch, water, vitamin C and cellulose.

Convenience potato products

As potatoes are so versatile and easily obtained, there are many convenience potato products available:

Canned

- New potatoes in salted water, ready for instant use.
- Potato salad in mayonnaise, ready for instant use.

Frozen

- Blanched: roast and chipped potatoes that may be deep fried or oven-baked from frozen.

- Prepared: croquettes and balls in batter, may be deep fried or oven-baked from frozen.

Dehydrated

- Instant potato flakes or powder may be reconstituted with boiling water, butter and seasonings.

Packets crisps/sticks

- Various flavours and shapes are available. The packets are in 28g size for individual portions or larger packets for bulk uses. These products have a short shelf life of three months maximum.

There are different varieties of potatoes and they tend to be suitable for different methods of cooking.

For example, Majestic are suitable for frying, Epicure for boiling and baking. Some varieties, like King Edward, are suitable for any method.

Retail and distribution

Type of store

Multiples are shops like Woolworths, Currys, Marks and Spencer. They frequently have hundreds of branches all over the country. The branches may be of any size from huge to tiny. In a multiple firm, the range of career opportunities is good if you are prepared to move.

Department stores such as Owen Owen, Dingles, etc. may be independent single-shop stores, or stores within larger groups. If the firm is a local one, there is not so much demand for mobility in order to get promotion. It could still be important within some of the larger groups. Management staff in multiples tend to stay within the one firm. In department stores there is a tendency to move from one firm to another for promotion.

Supermarkets like Tesco, Gateway, Sainsburys, etc. often have branches all over the country. Other firms are more local. Within the national firms, mobility is again usually important. Most supermarkets concentrate on selling food and wine, etc., but some deal in 'home and wear' goods as well. Food selling, with its rapid turnover of stock, requires special management techniques. There are also supermarket-type stores dealing in other types of goods, e.g. do-it-yourself items. Supermarket working hours tend to be particularly long.

Co-operative societies vary from very small organisations in the country to 'giants' in some of the cities. Individual societies recruit their own staff, but participate in a joint national management training scheme. This trains managers for appointments in their individual co-operative societies.

Travel and tourism

Work within the tourist industry involves planning and arranging activities for tourists. These holidays have to be sold and a full back-up service provided, to meet the customers' needs. Besides holiday travel, business travel continues to grow each year. This is an important source of income. Air fares are getting lower and this has led to much more air travel than ever before.

The tourist industry may seem glamorous and exciting, but the reality is rather different. There are jobs in exotic holiday spots, but there are many more involving routine tasks. In this country staff are needed for clerical and sales work in offices and travel agencies. Junior staff may get reductions on holidays and occasionally have training trips abroad. Mainly it is only management who go overseas on business trips. Couriers and representatives work abroad, but many of them are employed on a temporary basis.

If you want to work as a courier or representative, being able to speak the local language will be essential. In some other jobs a language may be useful, but not essential. In many jobs a language will not be used at all.

Tour operators arrange the transport, accommodation and leisure activities that make up a holiday package.

Travel agents act like a link between the client and the providers, usually tour operators.

Tourist boards promote holidays in their

country. They also research into current needs and future trends in tourism.

Guides usually have a specialised knowledge of one area and provide a service to visitors. They may take guided tours round an area or an important building such as a cathedral or stately home.

Secretarial work

Secretarial work can be a career for both women and men. It is traditionally considered to be women's work. Now it is being entered by an increasing (though still small) number of men.

It depends on the firm or organisation exactly what a secretary would be expected to do. Normally they would work for one person or perhaps two. They may act as a buffer between their boss and visitors, phone calls and other people at work.

The good secretary has to decide when to ask for instructions and when to act on their own initiative. One of the most important and difficult tasks is to decide when matters are urgent and important, and when they are trivial or can wait.

Secretaries must have good typing skills and nowadays being able to use word processors and computers is an important part of the job. Top secretaries still need shorthand, but audio-typing and dictation have to some extent replaced the need to take shorthand.

Tasks may include writing memos, making appointments and phone calls on the boss's behalf. You may be required to prepare and send out agendas, papers and documents for meetings. Then you will be required to take the minutes, (that means a record of what has happened at the meeting).

In some posts secretaries make travel arrangements on behalf of the boss and may also accompany them on business trips.

Glossary

cue – a hint or signal, e.g. graphic cue would be visual information, context cue information gained from meaning of other words in the sentence/passage.

ESOL – English for Speakers of Other Languages.

Gestalt Psychology – the German word 'gestalt' means 'configuration' or 'pattern'. Individuals receive 'insights' into the total situation and the total pattern suddenly becomes obvious – the penny drops!

graphic information – visual information given to the reader by the writing or printing on the page.

orally – spoken.

phonic information – relationship between letters or combination of letters and sound.

readability – an attempt to match the reading level of written material to the 'reading with understanding' level of the reader.

scanning – surveying text for specific information.

semantic – concerned with the meaning of words.

skimming – surveying text to get an idea of vocabulary, language and style.

syntactic – concerned with the structure, rules and conventions of language.

Bibliography

RYE James (1982) *'Cloze Procedure and the Teaching of Reading'*, Heinemann Educational Books. ISBN 0-435-10781-X.

RAGGETT Michael St. J., RAGGETT Patricia & TUTT Christine (1979), *'Assessment and Testing of Reading'*, Ward Lock Educational. ISBN 0-7062-3849-4.

CHAPMAN John (1983) *'Reading Development and Cohesion'*, Heinemann Educational Books. ISBN 0-435-10161-7.

BENTLEY Diane (1983) *'How and Why of Cloze Procedure'*, Centre for the Teaching of Reading, University of Reading. ISBN 0-7049-0901-4.

BENTLEY Diane (1983) *'How and Why of Readability'*, Centre for the Teaching of Reading, University of Reading. ISBN 0-7049-0909-X.

Computer Software

Readability Reckoning (BBC B) Arnold Wheaton.

74 A

'st-tin

been a tough baptism, average age 17 – and th

"Computers" from "Living with computers" by Irene and Donald Cretchley published by John Murray in the "Matter of Opinion" series, reproduced by permission of John Murray Ltd.

"Food Preparation" from "Catering: Food Preparation and Service" by Ursula Jones reproduced by permission of Edward Arnold Ltd.

The author and ALBSU would also like to thank staff and students at Trowbridge College.

Read this passage and see if you can fill in the gaps.

A line shows you _____ the words have been _____
out.

Only one word _____ needed in each gap.

_____ are common, everyday words. _____ may find
that the _____ word is left out _____ than once.

If you _____ think of the word _____ away, read on
and _____ back to try _____.

Spelling doesn't matter, just _____ to make it clear
_____ the word is.

When you have done this passage, choose one of the others at this
level to try. Write your name and the date at the top before you
start.

Working in a kitchen is hot and tiring.

You don't often get a chance to sit down.

However, you don't _____ to be an expert _____ cook bar snacks.

_____ are easy as long _____ you are organised.

Try _____ these instructions:

Scampi and _____

1. Put the frozen scampi in _____ frying basket.
2. Lower into _____ fat or oil.
3. Cook _____ about 4 minutes or _____ the scampi float.
4. Put _____ chips into a frying basket.
5. _____ into hot fat or _____.
6. Cook for about 5 _____.
7. Arrange salad on a clean _____.
8. Lift out scampi and chips _____ shake off excess oil.
9. Arrange the _____ on a plate with a _____ of lemon.
10. Add chips and serve.

Ann Dee was mad about bingo.

Her number came up when she was called onto the stage to get her prize.

Her shy boyfriend, Steve, _____ got the bingo hall boss to _____ Ann if she _____ marry him.

_____ was too shy to do it _____.

The proposal was in front _____ lots of bingo players.

_____ cheered Ann as she _____ "I will".

Steve had decided _____, as Ann spent so _____ time at the bingo _____, it was the best _____ to ask her to _____ him.

He had cold _____ at the last minute _____ doing it himself.

That _____ when he got the _____ hall boss to do _____ for him.

Ann and Steve plan to marry next year.

In 1974 the Health and Safety at Work Act was passed. This means that all workers have a duty to work safely. _____ are rules in every place _____ work.

This is what _____ may say:—

- Tie back _____ hair.
- Use guards on machines.
- _____ special clothing.
- Report any accident.
- _____ goggles where provided.
- Wear _____ that cover your toes.
- _____ notice of warning signs.
- _____ anything you think _____ dangerous straight away.
- Don't _____ things lying around.
- Be _____, not sorry.

Employers also _____ a duty to make _____ workplace safe:

They should:

- _____ you the right clothing.
- _____ sure machines are looked _____ well.
- Give you the _____ training.
- Make health and safety matters very important.

Fire drill

a

If you find a fire, do not try to put it out yourself.

First of all tell everyone who _____ in the area.

Close _____ doors and windows, if _____ have time.

Leave the _____ by the nearest exit _____ close this door
as _____ go out.

Raise the alarm.

_____ to the assembly point _____ at work.

If you _____ in a new place, _____ sure you know where
_____ nearest alarms are.

Look _____ the fire extinguishers.

Read any _____ drill notices.

Check where _____ should go.

At work, _____ sure you know _____ fire drill wherever
you _____ working.

At home, make _____ you have the right equipment for putting
out a fire.

Your local fire station will always give you advice.

There are not as many jobs in these areas as there used to be.

This is because there are now machines that can do many of the _____ that once needed a _____ of people.

Farming is _____ outdoor life.

You need _____ be able to work _____ your own.

You also _____ to be able to _____ all sorts of jobs.

_____ lot of the work _____ casual and there is _____ work in the summer _____ early autumn.

There are _____ number of different types _____ jobs in gardening.

Large _____ and estates, sports grounds _____ parks all need gardeners _____ groundstaff.

There are a number _____ nurseries and garden centres _____ plants are grown and sold.

Growing fruit and vegetables either outdoors or in glass houses is a big area of work.

Some people don't like to be stuck inside all day.

If _____ are one of these _____ may want an outdoor _____.

There is often work _____ building sites for anyone _____ is quite fit and _____. The work varies from _____ to job.

It could _____ loading and unloading things. _____ may be using machines _____ as cement mixers or hammer drills.

_____ may be your job _____ mix mortar and carry _____ to where it is _____.

It is likely that _____ will be doing quite a lot of digging and _____ bricks and other things _____ place to place.

You _____ even be given the job of making the tea!

Don't forget that it is not very nice outside on cold and wet days.

Some people think that factory work is boring.

You often spend all day _____ the same thing, but _____
factories today do try to _____ the work more interesting
_____ moving you from job _____ job.

Most of _____ machines used are quite simple _____ work.

Some do jobs _____ loading. Some weigh _____ mix.

Some machines do packing, _____ some of this work _____
needs to be done _____ hand.

Some jobs involve _____ lot of lifting.

Some _____ involve being on your feet _____ the time.

You may _____ able to sit down _____ some light work.

You _____ have to work shifts including night and weekend
work.

This is so that the machines can be kept in use as much as possible.

Can you drive. Have you got a clean driving licence?

Large and small firms _____ shops need people to _____ goods.

With a normal _____ licence you can drive _____ van or light lorry _____ to 3 tons.

If _____ want to drive a _____ lorry you need _____ HGV (heavy goods vehicle) _____.

For driving a bus _____ coach you need _____ PSV (passenger service vehicle) licence.

_____ driving schools have special _____ courses for HGV _____ PSV. Some firms have _____ own training.

Taxi and _____ hire drivers have to _____ a licence from _____ local authority of the area in which they work. There are different rules in different places.

Twenty years ago one out of two British workers was _____ a job which gave a service _____ people in some way.

These _____ known as the service industries.

_____ include jobs in hotels, catering, sport, leisure, etc.

_____ two out of three _____ are in this type _____ job.

By 1995, 70% _____ all workers will have _____ in the service industries.

All _____ areas are going _____ grow.

The way people _____ will change as well.

_____ will be more part-time _____, more temporary jobs.

_____ people will work from _____.

More people will _____ self-employed and there will _____ be as much work in factories and industry.

Are you sport mad?

Many people are.

They may _____ watching sport, or taking _____, or both.

Football is _____ most popular sport in Britain.

_____ it is men who _____ watch and play. Some _____ have been known to leave _____ wedding to watch a _____.

There are more and _____ women taking an interest _____ playing, but we don't _____ these games on TV.

Squash _____ a sport that many _____ like to play. It _____ fast, you only _____ two people and you run _____ a lot.

This makes _____ exercise your body.

You _____ to think quickly as well, to decide where you will put the ball next.

Instruction passage

b

Words have been left out of the following passage. You have to fill in the gaps with the word you think fits best.

You will see where _____ word is missing because _____ is a line underneath. All _____ words are common, everyday ones _____ you will know.

Only one _____ fits in each gap, _____ if you can think _____ two, read the sentence _____ more carefully. You may _____ the same word has _____ left out more than once.

_____ you can't think _____ a word straight away, read _____ and go back and _____ again later.

When you _____ done this passage, choose _____ of the others at this level to try.

Write your name and the date at the top before you start.

There are many jobs which involve working with your hands.

Construction

There are labouring jobs on building sites. In this situation _____ would be fetching sand _____ cement, digging, carrying bricks, etc.

Catering

Catering _____ practical work. There is _____ preparation and cooking of _____. People are also needed _____ serve it and to _____ up. Kitchen porters are needed _____ do the fetching and _____. In hotels, staff are _____ to clean rooms and look _____ guests.

Cleaning

Cleaning jobs can _____ in all sorts of _____. Your local council will _____ cleaners for schools, streets, etc, _____ home helps are needed _____ the elderly. Shops, offices _____ private firms also need _____. Sometimes they use a _____ firm who employ their _____ staff.

Industry

Factories need people _____ can work with their _____. Some of the work _____ simple packing, filling _____ bottles, sorting, etc. Other _____ may be harder, like assembly _____.

Agriculture and Forestry

There are a number _____ jobs working on the _____, either with livestock or with machinery. They range from farming, gardening, and forestry to working with animals.

Cooking for a living

b

Cooking as a job is not the same as cooking at home. You cook for far larger numbers and use different equipment. _____ you use different methods _____ cooking.

In a fast _____ cafe or snack bar _____ call-order cook makes meals _____ people order them. S/he _____ ready prepared foods such as frozen _____, pies, samosas, etc.

In a _____ or restaurant it is _____ different. One person will _____ responsible for only part _____ a meal. For example, _____ may prepare the vegetables _____ just the sauces.

In _____ kitchen you are always _____ your feet and on _____ move. It is hot _____ tiring and often has unsocial _____. However, in a school or _____ canteen the hours may _____ more regular.

Training is _____ on the job, but _____ is also a variety _____ City and Guilds Specific Skills _____. You can do this _____ a day release or full-time _____ course.

There are openings _____ setting up your own _____. Caterers are needed for parties, weddings etc. More and more wine bars and pubs are providing food and often work can be found on a freelance basis.

(Adapted from CLIPS Leaflet IC1)

An early smoker

b

Toddler Jane Race took a quick drag of a cigarette . . . and burned her house down. Mischievous Jane, four, raided a secret supply _____ had taken from her _____, and lit up in _____ bedroom.

But when mum, Susan, _____ her to go shopping, _____ tossed the lighted end _____ a pile of clothing.

Neighbours _____ the blazing house. By _____ time Susan arrived home _____ Jane, sister Sandra, three, _____ brother Lee, two, the _____ was a wreck.

Fireman quizzed _____ Jane about the blaze. _____ sheepishly admitted taking cigarettes _____ her mother's handbag - and _____ to kick the habit.

Susan _____: "Jane had been stashing _____ in her room and _____ light up when she _____ one."

The family were _____ to an emergency hostel _____ the night after their three _____ house was declared unfit _____ live in. Susan, who _____ the house with her boyfriend, _____: "I had no idea _____ was smoking and I'm _____ relieved nobody was hurt. _____ sure she won't smoke another one in a hurry."

(True story from The Sun)

Would you describe yourself as kind, patient and mature? Do you like meeting people and get on well with them? Caring work has many areas where formal qualifications are not required.

Caring for children

This covers a _____ area. There are jobs _____ residential children's homes. These _____ for children who cannot _____ with their own families, _____ one reason or _____.

Assessment centres work with _____ who have problems, to _____ the best long term _____.

Nannies, nursery nurses and _____ supervisors work mainly with _____ and children below school _____. You need to be well-organised, _____ plenty of imagination, common-sense _____ stamina.

Caring for the elderly

_____ you have a cheerful _____ and have sympathy for _____ problems of being elderly, _____ may like to work in _____ day centre or residential _____ for the elderly. Here _____ would help the elderly _____ all the things they _____ no longer do for _____, and be a friend _____ companion.

Home helps go _____ the homes of elderly _____ to help with jobs _____ cleaning, shopping, cooking, etc. Just a little help like this for an older person may make the difference between living independently or having to go into care.

Horoscopes

b

Do you ever read your horoscope in a newspaper or magazine? Many people do, even though _____ may say they don't _____ in them.

Chinese horoscopes _____ quite different from Western _____. They are based on _____ moon, whereas Western ones are _____ on the sun.

Instead _____ the month you were _____ in being important, they _____ by the year. They _____ in twelve year cycles _____ each of these years _____ named after a different _____. You could be _____ pig, goat, dragon, dog, cat, tiger, horse, snake, rooster, ox, monkey or _____.

If you were born _____ the year of the Rat, _____ it comes round again _____ will be especially good for _____.

It is said that _____ you are like and what _____ happen to you in _____ are determined by the _____ whose sign you are _____ under. For example the _____ may fall into a trap; _____ rooster has to scratch _____; the cat always falls _____ his feet; the goat bleats when there is not enough grass.

If you were born in 1906, or 1966 you will be a Fire Horse. This is a rare sign and they are extra special people. If you are planning a family the next year of the Fire Horse is 2026!

Are computers intelligent?

Two and two are four. How do we know? Well, that was one _____ the first things we _____ when we started school. _____ we have to teach _____ as we taught ourselves? _____ not, how do they manage _____ do arithmetic so quickly _____ so well?

We _____ build machines to lift weights _____ heavy for a man _____ woman to carry. In _____ similar way we can _____ machines some of our _____ power. We use our brains _____ do arithmetic, but we _____ make machines which will _____ sums more quickly and accurately _____ we can. We use _____ brains to solve problems, _____ we can make machines _____ are better at solving _____ than we are. They act _____ if they are intelligent, _____ are they?

Most experts _____ that computers are not _____. They are nothing more _____ intelligently made machines. They _____ question. They don't think. _____ just obey. Computers add two and two and get four without knowing it or learning it; they just do it.

Taken from 'Living with Computers', Irene & Ronald Cretchley

A man's world?

b

Men control Parliament, business and the unions. Why is _____? Women make up half _____ world's population, and slightly _____ half the population of Britain.

A simple answer to _____ may be that they _____ too busy raising children _____ looking after the home. _____ don't have time. But _____ are women who do _____ time. Many women go _____ to work.

In the _____ many great thinkers actually _____ that women weren't as _____ as men. But during _____ last 20 years or _____, many women have been thinking _____ writing and asking questions _____ the position of women _____ our society.

Why do _____ have most of the top _____?

Why do women usually earn _____ than men?

Why is _____ man generally the head _____ the family?

Are men _____ intelligent and more capable?

Feminists _____ think so. They think _____ women are brought up _____ believe they aren't as _____ as men.

Sales staff, shelf fillers and checkout operators are employed in many shops. Here are the main tasks which each _____ usually involves.

Sales Assistant

- Selling goods _____ customers
- Helping customers to _____ items and make their choice
- _____ and packing goods
- Working _____ bills, taking money and _____ change
- Arranging goods in _____ inside the shop
- Checking _____ stocks of goods, fetching _____ from the stockroom
- Perhaps reordering _____ when needed
- Helping to _____ the sales area clean _____ tidy

Shelf Filler

- Working in a large _____, supermarket or hypermarket
- Checking _____ spaces on the shelves
- Writing _____ the items needed, perhaps _____ a computer pen
- Collecting _____ from the stockroom
- Putting _____ price on each item _____ then placing it on _____ shelf
- Dusting and cleaning _____ shelves, tidying away cartons

Checkout Cashier

- Sitting _____ the till, especially in _____ self-service shop
- Checking the _____ on goods passed to _____
- Recording the cost on _____ cash register
- Taking money _____ customers and giving change
- _____ bank and credit cards, cheques, etc.
- Packing some goods in bags, etc., for customers.

Many people think that all office work is the same. It is people sitting behind a desk with piles of paper. Perhaps nowadays it is pictured as sitting in front of computer screens. In fact there is a variety of work needing _____ skills.

Clerk or Clerical Assistant

There are many _____ employed in offices in _____ positions. The duties vary _____ one place to another. _____ is usually a variety _____ work including some typing, _____ the telephone, filing, photocopying _____ other paper work.

Receptionist

Reception _____ is popular because you _____ into contact with the _____ public. Many organisations prefer _____ older than a school _____ college leaver, because this _____ contact is so important. _____ it is not a _____ busy reception area, you _____ be asked to _____ typing, switchboard work and _____ duties.

Telephonist and Switchboard

Like the receptionist _____ are often the first _____ with an organisation. It _____ important to be polite _____ helpful. You may have _____ deal with simple enquiries, _____ well as putting callers _____ to the correct people.

Office Machinery Operators

_____ firms employ someone to operate _____ like photocopiers, printing machines and duplicators. Such jobs tend not to need many qualifications.

(Adapted from CLIPS leaflet CAV 1)

Job changes

b

There have been many changes in the job market over the past few years. During the last twenty _____ we have got used _____ words like unemployment, redundancy, and _____ retirement. There have been _____ many people chasing too _____ jobs.

All this is starting _____ change. There are far _____ teenagers around at present. _____ number of 16-19 year _____ will have fallen _____ over 1,000,000 between 1983 _____ 1993. This means that _____ will be fewer people _____ to do the necessary _____ to keep industry and _____ country going.

Employers will _____ looking for workers from groups _____ as: women, the unemployed, ethnic minorities, and older _____. In fact, 8 out of _____ 10 people who are in _____ at the moment will _____ be in work in _____ year 2000.

Instead of getting _____ of people through retirement, redundancy etc., _____ will be encouraged to _____ on. They will need _____ be flexible and willing _____ take up training when _____ is offered.

There are _____ skills shortages in some areas. Employers are having to think about taking on people without qualifications or experience, and then training them for the job.

Instruction Passage

C

In the following passage words have been left out at regular intervals. You have to fill in these blank spaces with the word you think fits best.

Only one word has _____ left out each time _____ this is indicated by _____ continuous line.

All the lines _____ of equal length, so _____ gives you no clue _____ to the length of _____ word. They are common, everyday _____ that you will know, not technical terms.

Spelling _____ not important, _____ long as it is clear what _____ word was you intended _____ put in the gap.

_____ at first you can't _____ of a word to _____ in the gap, read _____ and go back to _____ later.

Once you have _____ and understood these instructions, choose one _____ the other passages at this level to try.

Write your name and the date before you start.

Plumbing is skilled work. Plumbers have to learn to work with a range of materials, including lead, copper, steel, iron and plastics. They need to be able to:

- plan a job
- follow instructions
- carry _____ accurate measurements
- cut, bend, join and fix _____
- use a lot of different _____, like hacksaws, blowlamps, wrenches, drills, solder, spirit levels.

_____ use general 'handyman' skills _____. For instance, they remove _____ replace carpet and floorboards _____ fix pipes and radiators, etc., where _____ work will show and _____ therefore be neat. A _____ knowledge of electricity is _____ needed. They need to _____ able to get _____ with workmates and customers, and _____ do a clean job, _____ up when they have _____. It is generally necessary _____ learn to drive, so _____ you can get from _____ to job.

Both young _____ and women can train _____ be plumbers. As with _____ jobs in the building _____, you need to be _____ fit and strong, able _____ carry heavy equipment and _____ to climb and bend. _____ need to be good with _____ hands and a careful _____. There are no specific _____ requirements, but your general ability _____ to be at least average, _____ ability in subjects _____ maths, science, craft, design and technology _____ especially useful.

For school _____ the main way into _____ as into all building _____, is now through YTS. _____ has largely replaced traditional apprenticeships; a few firms do still offer them.

Adults over the age of 18 may be able to get some training through government schemes. The Jobcentre should have details of what is on offer locally.

Commercial Painting

The object of painting surfaces and articles is to:-

- a) protect them from the weather or other things _____ may attack them, e.g. chemicals.
- b) give _____ some resistance to wear _____ tear and make them _____ to clean.
- c) make them _____ attractive and therefore easier _____ sell.

If you compare _____ finish on a car _____ the finish on the front door _____ a house you can _____ that the conditions under _____ paint is applied are _____ to the type of finish _____ get.

Cars, fridges, furniture and _____ household goods are painted _____ factories. There they _____ control the conditions and _____ special materials and equipment. _____ drying time is also carefully timed. _____ building and redecorating the _____ under which the work is _____ cannot be controlled. Success _____ depend on the condition _____ the surface to be _____ and the atmosphere. Choosing _____ right materials for the _____ and good preparation of _____ surface is very important.

_____ and decorating can broadly _____ divided into three main _____:

- a) new work in which _____ painter is usually the last _____ the job.
- b) alteration work _____ which old and new _____ side by side.
- c) repainting _____ which no other trade _____ involved, but which requires careful _____.

Most painting jobs require _____ different processes, the preparation of the surface and the application of the paint.

The terms 'carpenter' and 'joiner' are used fairly loosely these days – but generally 'carpenter' is the term used for the worker who does everything to do with timber on a building site, while 'joiners' make cabinets, doors, windows, etc., (though _____ lot of this work _____ done by machining nowadays).

_____ and joiners between them _____ all sorts of work _____ laying floorboards and flooring panels, _____ wooden moulds (shuttering) for concrete, hanging _____, fixing skirting boards and _____ frames, erecting roof timbers, _____ and installing staircases, putting _____ built-in wardrobes and kitchen units etc. _____ perhaps even decorative panelling.

_____ have to be able _____ select the correct timber _____ a job, cut it _____ size using a hand _____ power saw and fix _____ correctly into position with _____ variety of tools. It _____ necessary to learn to _____ drawings, and to work _____ and accurately to given measurements. _____ work in carpentry and _____, you have to be _____ strong and fit, able _____ lift and carry heavy planks _____ blocks of wood, not mind _____ outdoors in all weathers, _____ heights, or in dusty _____ dirty conditions.

Most carpenters _____ joiners work on building _____. They either work as _____ of building firms or _____ a self-employed basis. Some _____ do work such as maintenance _____ improvements on houses and _____ buildings. There are also _____ in joinery workshops. Carpenters _____ also employed by large firms and organisations which have their own construction or maintenance departments.

Bricklaying is skilled work. Safe buildings rely on the basic structure having been put up properly. A bricklayer must therefore work very accurately, and have a lot of technical knowledge as well as practical skills. The way that bricks _____ laid affects the strength _____ a building, and so _____ the type of mortar _____ to bind the bricks _____. Bricklayers have to _____ spirit levels and plumb lines to _____ sure their work is accurate _____ they have to cut _____ to fit corners, etc.

Generally, _____ work from a foreman's _____, though they follow drawings _____ doing decorative brickwork or _____ complicated, such as an arch. _____ may work in pairs _____ teams (it depends on _____ size of the building _____ erected) and there may _____ labourers to do _____ fetching and carrying, supplying _____ with bricks and _____.

If they are working _____ a new building, bricklayers _____ involved right from _____ the foundations to _____ the chimney on top. _____ put up the outside _____ inner walls which may _____ made of bricks, breeze _____ or other similar materials.

Besides _____ up new buildings, they _____ also do maintenance and _____ work and smaller jobs _____ building house extensions, garden _____ or erecting garages.

A _____ of a bricklayer's work _____ obviously out of doors, _____ and dirty, as with _____ building work. In summer _____ is often a chance of working long hours and a lot of overtime. Wet weather or other very bad weather can stop work altogether.

Modern cars are much more reliable than they used to be, and many customers keep them serviced regularly. So much of the work _____ servicing and changing parts, rather _____ actually repairing them.

The mechanic:

- does _____ routine servicing. Just what _____ to be done and _____, is all laid down _____ the vehicle manufacturer. Most _____ need servicing every 6,000 or 10,000 _____. Most of the services are fairly basic, some _____ thorough.
- investigates problems reported _____ the customer. The mechanic _____ to find out what _____ wrong, and put the _____ right. This might mean _____ a worn or broken _____ and making various adjustments.
- carries _____ pre-delivery inspections on _____ vehicles which the garage is _____, makes sure everything is _____ before the customer _____ possession of the vehicle.
- tunes _____ back to proper performance, _____ deposits have built up _____ the engine so that _____ doesn't run as well _____ it should.
- test drives vehicles _____ make sure faults have _____ corrected.

If you're going _____ be a good mechanic _____ is a lot to _____ about the way cars _____ and how to put _____ right. Besides getting to _____ all about the workings _____ vehicles, you have to _____ how to use tools _____ instruments and read drawings _____ wiring diagrams. You also _____ to be trained to fit parts such as bearings and pistons.

Do you realise there are about 28,000 hairdressing salons up and down the country? They provide work for over 130,000 people, both men and women.

Hairdressers or stylists can _____ with female clients, male _____ or both.

The sort _____ work you do depends _____ the type and location of _____ salon you work in.

_____ your clientele are largely elderly, _____ will do a lot _____ traditional styles; but in _____ city centre salon for fashion-conscious clients, you will _____ using new techniques and creating _____ styles much more often. _____ openings are in large _____ small salons in town _____ and suburbs, with occasional opportunities _____ villages.

Hairdressers cut and style _____, interpreting what the client _____ or copying a design _____ a picture. Cutting is _____ key to a style.

_____ must keep up to _____ with techniques and learn _____ adapt cuts to suit particular _____. Most clients have their _____ cut wet to give _____ better line, so hair _____ often shampooed and conditioned _____ the cut. This may _____ done by a junior, _____ if an experienced stylist _____ going to do the _____.

Afterwards the hair may _____ blow-dried, set on rollers, _____ dried using other techniques _____ 'scrunch' drying. Hairdressers also _____ permanent waves and straightening _____, and tint and colour _____.

Don't forget that hairdressers have a busy day on Saturday and may also have to work late evenings. They get time off at other times to make up for this.

POTATOES

The ways of serving potatoes are numerous, but the real test of skill in potato cookery is the ability to cook them to perfection using simple methods.

For boiling, steaming, roasting or deep frying, _____ potatoes are the most satisfactory; _____ when shallow frying potatoes, _____ making potato salad, new _____ will give a better _____. Younger potatoes are richer _____ protein than the older _____ and are solid, waxy _____ juicy in texture when cooked. As _____ starch cells are immature in _____ potatoes, they are not as easily digested as old _____. The main nutrients found _____ potatoes are: starch, water, _____ C and cellulose.

Convenience potato products

As potatoes _____ so versatile and easily _____, there are many convenience _____ products available:

Canned

- New potatoes _____ salted water, ready for instant use.
- Potato salad in mayonnaise, _____ for instant use.

Frozen

- Blanched: roast _____ chipped potatoes that may _____ deep fried or oven-baked _____ frozen.
- Prepared: croquettes _____ balls in batter, may be _____ fried or oven-baked from _____.

Dehydrated

- Instant potato flakes or _____ may be reconstituted with _____ water, butter and seasonings.

Packets crisps/sticks

- Various _____ and shapes are available. _____ packets are in 28g _____ for individual portions or _____ packets for bulk uses. _____ products have a short _____ life of three months maximum. _____ are different varieties of _____ and they tend to _____ suitable for different methods _____ cooking.

For example, Majestic are suitable for frying, Epicure for boiling and baking. Some varieties, like King Edward, are suitable for any method.

Types of Store

Multiples are shops like Woolworths, Currys, Marks and Spencer. They frequently have hundreds of branches all over the country. The _____ may be of any _____ from huge to tiny. _____ a multiple firm, the range _____ career opportunities is good _____ you are prepared to _____.

Department stores such as _____ Owen Owen, Dingles, etc. _____ be independent single-shop stores, _____ stores within larger groups. _____ the firm is a local _____, there is not so _____ demand for mobility in _____ to get promotion. It _____ still be important within _____ of the larger groups. Management _____ in multiples tend to _____ within the one firm. _____ department stores there is _____ tendency to move from _____ firm to another for _____.

Supermarkets like Tesco, Gateway, Sainsburys, etc. _____ have branches all over _____ country. Other firms are _____ local. Within the national _____, mobility is again usually _____. Most supermarkets concentrate on _____ food and wine, etc., _____ some deal in 'home _____ wear' goods as well. _____ selling, with its rapid _____ of stock, requires special management _____. There are also supermarket-type _____ dealing in other _____ of goods, e.g. do-it-yourself items. Supermarket _____ hours tend to be particularly _____.

Co-operative societies vary _____ very small organisations in _____ country to 'giants' in some of the cities. Individual societies recruit their own staff, but participate in a joint national management training scheme. This trains managers for appointments in their individual co-operative societies.

Work within the tourist industry involves planning and arranging activities for tourists. These holidays have to be sold and a full back-up service provided, to meet the customers' needs. Besides holiday travel, business _____ continues to grow each _____. This is an important _____ of income. Air fares _____ getting lower and this _____ led to much more _____ travel than ever before.

The _____ industry may seem glamorous _____ exciting, but the reality _____ rather different. There are _____ in exotic holiday spots, _____ there are many more involving routine tasks. In this _____ staff are needed for clerical _____ sales work in offices _____ travel agencies. Junior staff may _____ reductions on holidays _____ occasionally have training trips _____. Mainly it is _____ management who go overseas on _____ trips. Couriers and representatives _____ abroad, but many of _____ are employed on a temporary _____.

If you want to _____ as a courier or _____, being able to speak _____ local language will be _____. It some other jobs _____ language may be useful, _____ not essential. In many _____ a language will not _____ used at all.

Tour _____ arrange the transport, accommodation _____ leisure activities that make _____ a holiday package.

Travel _____ act like a link _____ the client and the providers, _____ tour operators.

Tourist boards promote _____ in their country. They _____ research into current needs and future trends in tourism.

Guides usually have a specialised knowledge of one area and provide a service to visitors. They may take guided tours round an area or an important building such as a cathedral or stately home.

Secretarial work can be a career for both women and men. It is traditionally considered to be women's work. _____ it is being entered, _____ an increasing (though still _____) number of men.

It _____ on the firm or organisation _____ what a secretary would _____ expected to do. Normally _____ would work for one _____ or perhaps two. They _____ act as a buffer _____ their boss and visitors, _____ calls and other people _____ work.

The good secretary _____ to decide when to _____ for instructions and when _____ act on their own _____. One of the most _____ and difficult tasks is _____ decide when matters are _____ and important, and when _____ are trivial or can _____.

Secretaries must have good _____ skills and nowadays being able to use word processors and _____ is an important part _____ the job. Top secretaries _____ need shorthand, but audio-typing _____ dictation have to some _____ replaced the need to _____ shorthand.

Tasks may include _____ memos, making appointments and _____ calls on the boss's _____. You may be required _____ prepare and send _____ agendas, papers and documents _____ meetings. Then you will _____ required to take the minutes, (_____ means a record of _____ has happened at the _____).

In some posts secretaries make travel arrangements on behalf of the boss and may also accompany them on business trips.

Further copies available from:
Adult Literacy & Basic Skills Unit,
Kingsbourne House, 229/231 High Holborn,
London WC1V 7DA. Tel: 01-405 4017

THIS
COULD COST
£45... - A

Example assumes £1,478 deposit, balance.
 Finance Rates apply to the complete

ruine value for money. The Metr
 and you choose the way you pay.
 have a whole range of Finance
 ons. With a choice of initial d
 ods and interest rates. One pl
 right for your particular budget.
 example is shown here. Come a
 if them!

% Deposit 6.9 PAF 13.8 APF
 % Deposit 5.3 PAF 10.6 APF
 ... 10.0 PAF 7.0 APR

Bucks

JCKS men won Group 5
 the Inter-County Winter
 andcourt Tennis Cham-
 pionship in Bath to gain
 promotion next year to
 Group 4.

Three of the six-man team
 from the Chesham Boys
 Club - Kevin Dewick, James
 Green and Gavin Talbot.

In Sunderland, Bucks La-
 dies won Group 8 to gain pro-
 motion to Group 7. Two of the

A NEW golf course is planned to open next summer at Chartridge, near Chesham, costing more than £1 million.

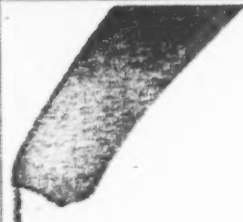
It's the brainchild of multi-millionaire William Wells, of Marand Grange near Wendover, who has formed a company with golf pro Peter Gibbins.

Gibbins owns the 100 acres of land where the new course will be built. Permission has already been granted to convert 59 acres into nine holes of the planned 18-hole course.

Vic Parker is course consultant and architect Ralph



Lee pick



Price £4.00

Photocopying in part or in whole, for education use only is permitted.

Otherwise, no part of this publication may be photocopied, recorded or otherwise reproduced, stored in a retrieval system or transmitted in any form or by any electronic or mechanical means without the prior permission of the copyright owner.

© The Adult Literacy and Basic Skills Unit,
 Kingsbourne House, 229-231 High Holborn, London WC1V 7DA.

ISBN 1 870741 04 8

Design: Studio 21

the B
 Harrap
 form after the
 of her baby.
 being in the
 in the Runnyr
 mond river re
 ed up with t
 ners, a few ti
 first lady in th
 marathon, an
 the county
 championships.
 CHALFON
 ICS CLUB ha

st-time

been a tough baptism for the
 average age 17 - and the results
 reflect the advantages in height
 experience enjoyed by their oppo-

at St Mary's Church,
 am, when eight blind
 ese children paid a

aim of the trust is to
 age more young
 to take up a career
 scientific field, and
 's trips for foreign
 1 children to come
 ain to visit our sci-
 uses.

Cook said he was
 ed Sir John was sup-
 g the trust and said
 1 shown a great inter-
 its work.

the moment the grade-
 ted mansion is des-
 to become a club-
 use for an 18-hole golf

rick played

boys stole £40 from a
 n after tricking her out
 'house with a phoney
 "lost dog."

'What on earth have you
 bought that for?' But I've
 always been interested in
 this type of thing and this
 tank is so rare it seemed
 too good a chance to
 miss," he says.

The T34/85 was one of
 the last tanks the Soviets
 designed before the end of
 the war and Mr Black-
 ham's example is one of
 only a handful to be impor-
 ted from behind the Iron

It was shipped in by a
 Devon, afterwards, that
 which bought her from Cze-
 choslovaks and decided to
 advertise the last pad as a
 Christmas gimmick.

"I didn't buy it as the ul-
 timate Christmas gift, real-
 ly," Mr Blackham says. "I
 bought it for its historic in-
 terest."

He admits it arrived in
 time for the festive break
 4 his two children - Wil-
 14 and Alice 17

• Alice and Willa

"William is very i
 ted," he says, "and
 Alice and my wife, I
 are just about thaw
 it."

Mr Blackham's ta

... ..

ALBSU
 Adult Literacy & Basic Skills Unit